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| Subject: Media  The Arts | Name: | Grade:9 |
| Summative Assessment: Film Noir Video Essay  Assessed Criteria: A, B, C, D | | Due Date: |
| **Overview of the Task:**  Student will write an original screen play based on the hero’s journey cycle that can be filmed with the resources we have in school and within your class. | | |

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| **Specific task guidelines:**  1. Based on the hero’s journey develop a logline and artistic intention  2. Document research on and alternatives to your artistic intention, characters, plot etc. in your process journal  3. Document the creative process in your PJ.  4. create a rough draft for feedback with proper screenplay formatting  5. incorporate feedback into the final draft of your script.  **Formative assessment:**  1. Research notes and creative process in your process journal  2. Create an artistic concept and a logline  3. Completed graphic organizers for the hero’s journey, character development and a plot curve  4. Rough draft of script   |  |  |  | | --- | --- | --- | | **Objective A: Knowing and Understanding** | i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology  ii. demonstrate understanding of the role of the art form in original or displaced contexts  iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | **What does this look like?**  **I can…**  i. use film specific language in my transitions, action descriptions and scene heading on my script.  iii. in my pj use cinematic language to justify my decisions I am making on my script. | | **Objective B:**  **Developing Skills** | i. demonstrate the acquisition and development of the skills and techniques of the art form studied  ii. demonstrate the application of skills and techniques to create, perform and/or present art. | **What does this look like?**  **I can…**  i. reflect upon the development of characters and plot and provide suggestions how to improve the script.  ii. use proper script formatting techniques to communicate artistic intention | | **Objective C: Thinking Creatively** | i. develop a feasible, clear, imaginative and coherent artistic intention  ii. demonstrate a range and depth of creative-thinking behaviours  iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. | **What does this look like?**  **I can…**  i. develop a clear, and imaginative artistic intention that is consistent through out and can be filmed within the class resources.  ii. use graphic organizers, mind-maps, and sketches to create your script.  iii. in your pj document an exploration of at least three alternative ideas for your script. | | **Objective D:**  **Reflecting** | i. construct meaning and transfer learning to new settings  ii. create an artistic response that intends to reflect or impact on the world around them  iii. critique the artwork of self and others. | **What does this look like?**  **I can…**  ii. create a script with an consistent artistic message that impacts or reflects my world. | |

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| **Achievement Level** | **Criterion A: Knowing and Understanding**  **Level Descriptor** | **Criterion B: Developing Skills**  **Level Descriptor** | **Criterion C: Thinking Creatively**  **Level Descriptor** | **Criterion D: Responding**  **Level Descriptor** |
| **0** | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. | * The student **does** **not** reach a standard described by any of the descriptors below. |
| **1-2** | 1. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology 2. ~~demonstrates~~ **~~limited~~** ~~understanding of the role of the art form in original or displaced contexts~~ 3. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **limited** application of skills and techniques to create, perform and/or present art. | 1. develops a **limited** artistic intention that is **rarely** feasible, clear,  imaginative **or** coherent 2. demonstrates a **limited** range **or** depth of creative-thinking behaviours 3. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. | 1. ~~constructs~~ **~~limited~~** ~~meaning and~~ **~~may~~** ~~transfer learning to new settings~~ 2. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her 3. ~~presents a~~ **~~limited~~** ~~critique of the artwork of self and others.~~ |
| **3-4** | 1. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology 2. ~~demonstrates~~ **~~adequate~~** ~~understanding of the role of the art form in original or displaced contexts~~ 3. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. | 1. develops an **adequate** artistic intention that is **occasionally** feasible,  clear, imaginative **and/or** coherent 2. demonstrates an **adequate** range **and** depth of creative-thinking  behaviours 3. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization. | 1. ~~constructs~~ **~~adequate~~** ~~meaning and~~ **~~occasionally~~** ~~transfers learning to new settings~~ 2. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her 3. ~~presents an~~ **~~adequate~~** ~~critique of the artwork of self and others.~~ |
| **5-6** | 1. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject- specific terminology 2. ~~demonstrates~~ **~~substantial~~** ~~understanding of the role of the art form in original or displaced contexts~~ 3. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. | 1. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. | 1. develops a **substantial** artistic intention that is **often** feasible, clear,  imaginative **and** coherent 2. demonstrates a **substantial** range and depth of creative-thinking  behaviours 3. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization. | 1. ~~constructs~~ **~~appropriate~~** ~~meaning and~~ **~~regularly~~** ~~transfers learning to new settings~~ 2. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her 3. ~~presents a~~ **~~substantial~~** ~~critique of the artwork of self and others.~~ |
| **7-8** | 1. demonstrates **excellent** knowledge and understanding of the art form studied, including concepts, processes, and **excellent** use of subject-specific terminology 2. ~~demonstrates~~ **~~excellent~~** ~~understanding of the role of the art form in original or displaced contexts~~ 3. demonstrates **excellent** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. | 1. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied 2. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. | 1. develops an **excellent** artistic intention that is **consistently** feasible, clear,  imaginative **and** coherent 2. demonstrates an **excellent** range and depth of creative-thinking  behaviours 3. demonstrates **excellent** exploration of ideas to **effectively** shape artistic intention **through to** a point of realization. | 1. ~~constructs meaning~~ **~~with depth and insight~~** ~~and~~ **~~effectively~~** ~~transfers learning to new settings~~ 2. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her 3. presents an **excellent** critique of the artwork of self and others. |

**Assessment Criteria Feedback:**